



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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European University of Cyprus LLM Criminal Law DL

External evaluation report

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

A. Introduction

The Committee received and reviewed documentation relating to the proposed LLM degree in advance of the site visit which took place on 5 April 2019. In the course of the site visit, the Committee met with representatives of the University and Law School, teaching staff, administrative staff, and students on current undergraduate and postgraduate programs. Teaching and library facilities as well as facilities available to students in general, were surveyed.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Roger Leng	Professor	University of Warwick, UK
Nikolaos Bitzilekis	Professor	University of Thessaloniki, Gr
Ferry de Jong	Professor	University of Utrecht, Ne
John Butcher	Director of Learning and Teaching Innovation	Open University, UK
Savvas Papageorgiou	Student	University of Cyprus

1. Study program and study program’s design and development

(ESG 1.1, 1.2, 1.8, 1.9)

Standards

- *Policy for quality assurance of the program of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*

- *guards against intolerance of any kind or discrimination against the students or staff*
- *supports the involvement of external stakeholders*

- *The program of study:*
 - *is designed with overall program objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*
 - *results to a qualification that is clearly specified and communicated, and refers to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
 - *is regularly monitored in the light of the latest research in the given discipline thus ensuring that the program is up to date*
 - *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, the student expectations, needs and satisfaction in relation to the program*
 - *is reviewed and revised regularly involving students and other stakeholders*

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
 - *about the program of study offered*
 - *the selection criteria*
 - *the intended learning outcomes*
 - *the qualification awarded*
 - *the teaching, learning and assessment procedures*
 - *the pass rates*
 - *the learning opportunities available to the students*
 - *graduate employment information*

Quality indicators/criteria		1 – 10
1.1	Quality assurance policy defines competences and procedures for the people involved.	8
1.2	Participation in quality assurance processes is ensured for:	
1.2.1	the members of the teaching staff	10
1.2.2	the members of the administrative staff	4
1.2.3	the students	10
1.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.	8
1.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.	10
1.5	The organization of the educational process safeguards the quality implementation of the program's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
1.5.1	The implementation of a specific academic calendar and its timely publication	8
1.5.2	The disclosure of the program's curricula to the students, and their implementation by the teaching staff	8
1.5.3	The course web-pages, updated with the relevant supplementary material	n/a
1.5.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	8
1.5.5	The procedures for the conduct and the format of the examinations and for student assessment	9
1.5.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process	10
1.6	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.	6
1.7	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.	6
1.8	The following ensure the achievement of the program's purpose, objectives and the learning outcomes:	

1.8.1	The number of courses	8
1.8.2	The program's content	5
1.8.3	The methods of assessment	6
1.8.4	The teaching material	6
1.8.5	The equipment	9
1.9	The expected learning outcomes of the program are known to the students and to the members of the teaching staff.	10
1.10	The learning process is properly designed to achieve the expected learning outcomes.	6
1.11	It is ensured that learning outcomes may be achieved within the specified timeframe.	9
1.12	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses according to the European practice.	n/a
1.13	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.	6
1.14	New research results are embodied in the content of the program of study.	6
1.15	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	n/a
1.16	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.	6
1.17	The learning outcomes and the content of the program are consistent.	7
1.18	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.	10
1.19	The higher education qualification awarded to the students, corresponds to the purpose, objectives and the learning outcomes of the program.	10
1.20	The higher education qualification and the program of study, conform to the provisions of their corresponding professional and vocational bodies for the purpose of registration to these bodies.	n/a

1.21	Program's management with regard to its design, its approval, its monitoring and its review, is in place.	10
1.22	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.	10
1.23	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.	n/a
1.24	Procedures are applied so that the program conforms to the scientific and professional activities of the graduates.	8
1.25	Indicators for the employability of graduates and the employability record of the department's graduates are described in the feasibility study.	8
1.26	The graduation rate for the program of study is analogous to other programs with similar content.	n/a
1.27	The program of study benefits the society.	8
1.28	Information relating to the program of study are posted publicly and include:	
1.28.1	The provisions regarding unit credits	n/a
1.28.2	The expected learning outcomes	n/a
1.28.3	The methodology	n/a
1.28.4	Course descriptions	n/a
1.28.5	The program's structure	n/a
1.28.6	The admission requirements	n/a
1.28.7	The format and the procedures for student assessment	n/a
1.28.8	The pass rates	n/a

Strengths

- **Provision for student representation in quality assurance and programme enhancement is commendable.**
- **It is apparent that the programme reflects the academic voice and is not driven by administrative expediency.**
- **The University's quality assurance processes are robust, transparent and publicly available.**

Areas of improvement and recommendations

- **We are concerned that substantive criminal law and in particular the general part is under-represented in the program. Many students embarking on LLM in Criminal**

Law would expect discussion of these topics in depth. The current course on Criminal Law and Procedure is in reality focused on procedural issues. We recommend the development of a course dedicated to the general part of criminal law. There is also scope to develop further courses dealing with the special art of criminal law, subject to the appointment of staff with appropriate expertise.

- Our comments about evaluation of class structure reflects the fact that we have not been able to observe classes in operation and or review distance learning exercises.
- In relation to methods of assessment, the proposed methods are traditional and acceptable. However, our ability to comment on assessment methods is limited by the fact tht we have not been able to review assessment instruments (eg exams).
- The current learning outcomes are quite general. We understand that this serves the interests of flexibility, but more precise learning outcomes might better serve the interests of intending and current students.
- In relation to 1.2.2 we are not aware of the extent to which administrative staff participate in the quality assurance process.
- We have noted n/a for questions relating to the publication of information. However, we note that the University complies with relevant standards in relation to the publication of information relating to courses currently operating.

2. Teaching, learning and student assessment (ESG 1.3)

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Practical and theoretical studies are interconnected.*

- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment as well as criteria for marking are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*

Quality indicators/criteria		1 - 10
2.1	The number of students in each class allows for constructive teaching and communication.	10
2.2	The number of students in each class compares positively to the current international standards and/or practices.	10
2.3	A policy for regular and effective communication, between the teaching staff and the students, is applied.	10
2.4	The methodology utilized in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	6
2.5	Formative assessment and feedback are provided to the students regularly.	5
2.6	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.	6
2.7	Educational activities which encourage students' active participation in the learning process, are implemented.	6
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	8
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.	6
2.10	It is ensured that teaching and learning have been enlightened by research.	6
2.11	Students, teaching and administrative staff participate in research activities and projects.	5

2.12 Students are trained in the research process.

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Findings

The materials which we reviewed indicated considerable preparation for the proposed courses. It would be difficult to evaluate teaching, learning and assessment issues without observing the program in operation,

Strengths

The academic teaching staff are well qualified to teach at this level and indicated in their responses (but not in the course materials) a willingness to engage in and facilitate active learning. Current students indicated that the ethos of the Law School was challenging and supportive and inspired active learning.

Areas of improvement and recommendations

- The materials we reviewed did not fully indicate what teaching methodologies would be employed. We recommend that the study guide should give more detailed guidance on this. (2.4)
- It is not clear to what extent students will receive formative feedback. We recommend that there should be a clear commitment to the provision of regular formative feedback in all courses and for all non-summative assignments. (2.5) This might be accomplished by group feedback subject to the opportunity for individual students to request personal feedback.
- We recommend that assessment criteria should be published for all assignments. (2.6)
- The University currently relies upon the professional skill and integrity of teaching staff to ensure the quality and consistency of marking. We recommend the implementation of a policy for moderation and review of marking.
- We note that student participation in class is assessed, but it is not clear what forms of student participation are expected. We recommend that this should be clarified in the study guides. (2.8)
- We recommend that the extensive reading lists provided should clearly indicate priorities to assist students in using their study time effectively.(2.9)
- Teaching staff are engaged in current research and the reading lists indicate that the courses are informed by current research in the relevant discipline. It is not clear that teaching and learning is informed by pedagogical research. (2.10)
- Students are required to conduct research for their theses and have opportunities to publish outstanding assessments. There is no evidence of student involvement in staff research. We would not expect administrative to be involved in research.(2.11)
- Training in research methods is currently offered as an optional extra. We recommend that all students should undertake some training in research methods as an element of preparation for writing the thesis. (2.12)

3. Teaching Staff (ESG 1.5)

Standards

- Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.
- Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study program, and to ensure quality and sustainability of the teaching and learning.
- The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).
- Recognised visiting teaching staff participate in teaching the study program.
- The teaching staff is regularly engaged in professional and teaching-skills training and development.
- Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.

Quality indicators/criteria		1 - 10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.	4
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:	
	3.2.1 Subject specialization, preferably with a doctorate, in the discipline	10
	3.2.2 Publications within the discipline	10
3.3	The program attracts visiting professors of recognized academic standing.	n/a
3.4	The specializations of visiting professors adequately support the program of study.	n/a
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.	10
3.6	In every program of study the special teaching staff does not exceed 30% of the permanent teaching staff.	1

3.7	In the program of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the program of study.	1
3.8	The ratio of the number of students to the total number of teaching staff supports and safeguards of the program's quality.	8
3.9	The teaching load allows the conduct of research and contribution to society.	8
3.10	Future redundancies / retirements, expected recruitment and promotions of teaching staff safeguard the unimpeded implementation of the program of study within a five-year span.	n/a
3.11	The program's coordinator has the qualifications and experience to coordinate the program of study.	8
3.12	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	6
3.13	The teaching staff are provided with training opportunities in teaching methods, adult education and new technologies.	6
3.14	Feedback processes for teaching staff with regards to the evaluation of their teaching work, by the students, are satisfactory.	7

Findings

It is proposed that the course is taught by a team of appropriately qualified specialists, many of whom bring current experience in relevant legal practice. The majority of the teaching staff are not full time members of Faculty. We note that part-time teachers may bring high levels of expertise and commitment to their teaching and for a small program, it may not be feasible to meet the expectation of a large number of full-time staff. If the program is to be run with a large number of part-time staff, it would be important to ensure that the needs of students for access to the staff, for guidance and feedback, are fully met.

We note that the program coordinator is an experienced academic with expertise in running academic programs but is not a specialist in the field of criminal law. We do not see this as problematic. (3.11)

Strengths

- We note that all full-time staff are required to present a demo lecture prior to appointment and this is reviewed by students. This is commendable good practice. We also note that full-time staff are subject to extensive review of their teaching during the first year of appointment and that permanent appointment is conditional on satisfactory teaching performance. Good practice.**

Areas of improvement and recommendations

- Teaching staff have good records of teaching and research in areas relevant to the courses taught. Many publications are in Greece or Cyprus, but this is perfectly appropriate for a jurisdiction-specific subject like Law. Teachers may be**

encouraged to publish their research more widely and in international journals. (3.12)

- Full-time staff are required to undertake induction training during the first year of appointment. There is provision for further training thereafter but this is less formal. We recommend that the University considers further post-qualification training for staff and implements a process for peer observation to facilitate reflection on teaching and the sharing of good practice.
- We have concerns about the training of part-time staff. It is not clear to what extent teaching proficiency is tested at appointment and it is also not clear that part-time staff are required to undertake further training or professional development.

4. Students (ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programs, learning resources and student support available, career paths of graduates, is collected, monitored and analyzed.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

Quality indicators/criteria		1 - 10
4.1	The student admission requirements of the program of study, are based on specific regulations and suitable criteria.	6
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with the European and international standards.	10
4.3	The program' s evaluation mechanism, by the students, is effective.	10
4.4	Students participation in exchange programs is compared favorably to similar programs across Europe.	n/a
4.5	There is a student welfare service that supports students with regards to academic, personal problems and difficulties.	10
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	8
4.7	Control mechanisms for student performance are effective.	8
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	10

Findings

EUC has excellent facilities for embedded pastoral care from point of application onwards. We were very impressed with the holistic support for students, including dedicated support for distance learning students, throughout their period of study.

Strengths

Areas of improvement and recommendations

- **The general criteria for admission are compliant with international standards for study at masters level. We note that the Law School exercises judgment in reviewing applications to ensure suitability. We recommend that the School might consider developing criteria relating to degree transcripts and recommendation letters to guide the selection process. In particular, we note that it is important to be selective in terms of the capabilities of applicants to reduce the likelihood of failure and to preserve the quality of the learning experience for the cohort as a whole.**

5. Resources (ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study program.*
* *Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*
Human support resources: tutors/mentors, counselors, other advisers, qualified administrative staff
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*
- *Teaching staff is involved in the management of financial resources regarding the program of study.*
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Quality indicators/criteria		1 - 10
5.1	Adequate and modern learning resources, are available to the students, including the following:	
	5.1.1 Facilities	9
	5.1.2 Library	8
	5.1.3 Infrastructure	9
	5.1.4 student welfare	9
	5.1.5 academic mentoring	8
5.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	9
5.3	Suitable books and reputable journals support the program of study.	6
5.4	An internal communication platform supports the program of study.	8
5.5	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.	8
5.6	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	

5.7	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	8
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Findings

The premises and equipment and general facilities to support student life are very good.

We note that the Librarian indicates that the University would purchase all books mentioned on the course reading lists, as far as possible. It will be important that this is done. We also note that the Library has good access to subscriptions to electronic journals and databases which will cover most needs of masters level students.

Strengths

Areas of improvement and recommendations

- Subscriptions to Beck online and Hein Online would be advantageous.

6. Additional for distance learning programs (ALL ESG)

Standards

- ***The distance learning methodology is appropriate for the particular program of study.***
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Feedback processes for students in relation to written assignments are set.*
- *Specific plan is developed to ensure student interaction with each other, with the teaching staff, and the study material.*
- *Teacher training programs focusing on interaction and the specificities of distance learning are offered.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, guidance are set.*
- *A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
 - *Clearly defined objectives and expected learning outcomes of the program, of the modules and activities in an organised and coherent manner*
 - *Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*

- *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
- *Self-assessment exercises and self-correction guide*
- *Bibliographic references and suggestions for further study*
- *Number of assignments/papers and their topics, along with instructions and additional study material*
- *Synopsis*

Quality indicators/criteria		1 - 10
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	9
6.2	The institution safeguards the interaction between students, students and teaching staff, students and study guides/material of study.	6
6.3	The process and the conditions for the recruitment of teaching staff, ensure that candidates have the necessary skills and experience for distance learning education.	6
6.4	Training, guidance and support are provided to the teaching staff, through appropriate procedures.	6
6.5	Student performance monitoring mechanisms are satisfactory.	6
6.6	Adequate mentoring by the teaching staff, is provided to students, through established procedures.	6
6.7	The unimpeded distance learning communication between the teaching staff and the students, is ensured.	9
6.8	Assessment consistency is ensured.	5
6.9	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	6
6.10	The program of study has the appropriate and adequate infrastructure for the support of distance learning.	9
6.11	The supporting infrastructures are easily accessible.	9
6.12	Students are informed and trained with regards to the available educational infrastructure.	6

6.13	Procedures for systematic control and improvement of the supportive services are set.	6
6.14	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.	8
6.15	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	8
6.16	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.	8

Findings

- We were impressed by the Distance Education Unit and its capacity to support students and teachers engaged in distance education.
- We approve the University's rationales for extending educational opportunities to students living remote to a University and requiring more flexible modes of study.

Strengths

- The highly structured approach to delivering on-line learning through the Blackboard system and the high quality tele-conferencing facilities.
- We were impressed that the University has been proactive in implementing a process for appointing named advisors to distance learning students upon enrolment.

Areas of improvement and recommendations

- We recommend that the University develops clear policies and protocols to cater for the specific needs of distance learning students.
- That the School should review the course Study Guides with a view to providing a richer range of multi-media resources to supplement the range of conventional texts.

C. Conclusions and final remarks

We were impressed by what we have learned about the University and the Law School. In proposing the LLM in Criminal Law, the University has responded to a demand expressed by the current student body. We were also impressed by the enthusiasm of the teachers and by the willingness of the University to support this new initiative. Overall, we consider this a positive development for the University which will satisfy a desire for postgraduate academic study in the field of criminal procedure and law and which will be particularly relevant to criminal practitioners in a range of fields.

We approve the decision to offer this degree also in a distance learning format and in so doing, to provide opportunities to those who wish to study whilst working or who are unable to attend a conventional University.

D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Professor Roger Leng	
Professor Dr. Nikolaos Bitzilekis	
Professor Dr. Ferry de Jong	
Dr. John Butcher	
Savvas Papageorgiou	

Date: 6 April 2019